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ABSTRACT

The Analysis of Developmental Learning Skills (ADLS) is a school readiness test, designed to diagnose lags in developmental skills in four and five year old children. The nine subtests are: motor coordination, visual performance, visual perception, visual memory, auditory perception, auditory memory, language development, conceptual development, and social development (drawing of self). Raw scores are converted to standard scores to facilitate diagramming on the developmental profile. The ADLS is the product of eight years of continuous research which annually involved 600 Project Head Start and 2,000 kindergarten children. (This manual contains the test items, and directions for administering, scoring, and interpreting). (Author/CP)

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MANUAL

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ANALYSIS OF DEVELOPMENTAL LEARNING SKILLS

PSYCHOLOGICAL SERVICES

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TM009 582

SOUTH BEND COMMUNITY SCHOOL CORPORATION

MANUAL

FOR ADMINISTERING

THE

ANALYSIS

OF

DEVELOPMENTAL LEARNING SKILLS

REVISED 1977

South Bend Community School Corporation
South Bend, Indiana 46601

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PREFACE

The Analysis of Developmental Learning Skills has resulted from continuous research beginning in 1959 when local research investigaged the correlation between visual-motor and visual discrimination development as it relates to reading. Emphasis has been placed on developmental skill levels since 1966 on kindergarten and first grade students. In addition to continuous research, teacher in-service workshops have been provided to aid the classroom teacher in identifying developmental lags. Special emphasis on remediation techniques and teaching methodology was recommended by the School Psychologists.

The purpose of this instrument is to help identify children with skill developmental lags at the beginning of the kindergarten level. This period was chosen to help eliminate the "failure syndrome" with the hope of promoting a pleasant school experience. This instrument is designed to aid the teacher in providing the various levels of instruction in order to meet the child's needs early in the school experience.

This instrument was the result of the combining of the Learning Style Screening Instrument, (L.S.S.I.), which was designed for 4 and 5 year old children in non Title I schools and The Inventory of Developmental Tasks, (I.D.T.), which was designed for Title I schools.

The authors wish to acknowledge the assistance of many people including the Elementary Principals, Resource Teachers, Learning Disability Teachers, Kindergarten Teachers, School Psychologists, Assistant Superintendent of Instruction, Director of Elementary Education, School Physician, local Optometrists, Coordinator of Reading and Diagnositc Testing, Coordinator of Title I and the Director of Head Start. Additional thanks should be given to the department's two secretaries, Mrs. Nancy Dudkowski and Mrs. Gail Pavek, for their invaluable assistance in editing this project and to Mrs. Eunice Kennedy for the art work. The authors would like to acknowledge particularly the aid given by Dr. Jon Morrow, Yale University, who provided the statistical analysis for this instrument.

John N. Dickerson

Jack J. Shively

Psychological Services

June, 1976
Revised 6/77

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LIST OF MATERIALS

1 manual

1 test protocol

2 kindergarten pencils (school provided)

1 6 foot length, 3/4 inch wide masking tape (school provided)

2 sheets 8 1/2 x 11 unlined paper (school provided)

1 kindergarten chair and desk (school provided)

1 adult chair for examiner (school provided)

The session should be conducted in a relative quiet room.

Scale Score	Motor Coordination	Visual Performance	Visual Perception	Visual Memory	Auditory Perception	Auditory Memory	Language Development	Conceptual Development	Social Development	Scale Score
	R. S.	R.S.	R.S.	R.S.	R.S.	R.S.	R.S.	R.S.	R.S.	
9	11	10-9	10	8	10-9	12	8	9	21-18	9
8	10	8	9	7	8	11	7	8	17-15	8
7	9	7	8	6	7	10	6	7	14-11	7
6	8	6	7	5	6	9-8	5	6	10-9	6
5	7	5	6	4	5	7	4	5	8	5
4	6-5	4	5-4	3	4	6	3	4	7-6	4
3	4	3	3	2	3	5-4	2	3	5	3
2	3	2	2	1	2	3-2	1	2	4-3	2
1	2-1	1	1	0	1	1	0	1	2-1	1

4 Year Old
Conversion Table

Scale Score	Motor Coordination	Visual Performance	Visual Perception	Visual Memory	Auditory Perception	Auditory Memory	Language Development	Conceptual Development	Social Development	Scale Score
	R.S.	R.S.	R.S.	R.S.	R.S.	R.S.	R.S.	R.S.	R.S.	
9	11	10	10	8	10	12	8	9	21-20	9
8	10	9	9	8	9	11	8	8	19-17	8
7	9	8	8	7	8	10	7	8	16-13	7
6	8	7	7	6	7	9	6	7	12-11	6
5	7	6	6	5	6	8	5	6	10	5
4	6	5	5	4	5	7	4	5	9-7	4
3	5-4	4-3	4	3	4	6-5	3	4	6-3	3
2	3-2	2	3-2	2	3	4-3	2	3-2	2	2
1	1	1	1	1	2-1	2-1	1	1	1	1

5 Year Old
Conversion Table

Directions for Administration

MOTOR COORDINATION

1/1 Bilateral Coordination:

Observe the child as he walks into the testing room. Observe the movement of the hands and feet. As the left foot advances the right hand should swing forward and as the right foot advances the left hand should swing forward. If other types of movements are noted such as both hands advancing at the same time, ask him to relax and try again. Score 1 if foot and arm movements are correct and 0 if other types of movements are noted.

1/2. Gait:

As the child walks observe position of the feet in relation to the floor. The heel should first contact the floor as the child moves forward his weight is smoothly transferred from the heel to the toe with the toe leaving the floor last. A certain amount of pigeon toe foot stance is normal. Other foot stances may not be normal. Normal 2. Flaps soles on floor 1. On toes 0.

1/3 Walking:

Place masking tape or chalk line on the floor in a straight line about ten feet in length. If the child can walk on the line without difficulty, score 2. If he deviates from the line once, score 1. If he deviates more than once, score 0.

1/4 Balance on One Foot:

Ask the child to close his eyes and stand on one foot while lifting the other foot off the floor. Then ask him to repeat the task standing on the other foot. He may be able to stand on one foot 5 seconds without losing his balance but a shorter time on the other foot. Check preference of foot on Profile. Ask child to open his eyes and stand on one foot. Do not demonstrate for the child. Score 3 if child can balance on either foot for 5 seconds with eyes closed. Score 2 if child can balance on either foot for 5 seconds with eyes open. Score 1 if child can balance on either foot from 2 to 4 seconds. Score 0 if child fails.

1/5 Use a crumpled piece of paper or ball and allow one trial. Ask child to use only one hand. Stand six feet away and let the child throw either underhand or overhand whichever he prefers. Clap your hands and hold your hands as a target then say - "THROW THIS BALL TO ME SO THAT I CAN CATCH IT." If the toss can be caught, score 3. If it is away from the target or thrown too hard, score 2. If the ball drops in front or cannot be caught, score 1. If the child uses both his hands, score 0. Record hand preference on Laterality Profile.

Copy Design:

Place Page 14 of the manual with the arrow pointing toward the child. Place a folded sheet of 8 1/2 x 11 paper under the square and ask him to "MAKE ONE JUST LIKE THIS AND PUT IT HERE" as you point first to the square then immediately to a point on the folded paper under the square. When he finishes with the square then proceed to the X and repeat the directions. Proceed with the remaining designs.

Scoring:

2/1 The square should include four well defined lines. Score 2. If the four straight lines are connected by one or more rounded corners , score 1. If two or more of the lines are curved , score 0.

2/2 The X should include two continuous diagonal intersecting lines with fairly equal lengths of legs. Score 2. If one leg is much longer than the other , score 1. If one leg is interrupted or rotated , score 0.

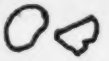
2/3 Triangle:

There should be three distinct corners on the drawing. Score 2. If the lines are joined by rounded corners Score 1. If the lines are not joined or the drawing is rotated , or one or more of the lines are curved Score 0.

2/4 Square-Triangle:

To score correct, there should be no space between the triangle and the square and the upper point of the triangle should be approximately above the mid point of the upper line of the square. Use scoring criterion in 2/1 and 2/3. Score 2, 1 or 0.

2/5 Circle-Triangle:

To score correct, the tip of the triangle must touch but not overlap the circle. Use scoring procedure in number 2/3 to judge the triangle. The circle must be closed score 2. If either the triangle or the circle are not closed score 1. If the triangle or circle are distorted or they overlap or don't touch,  score 0.

2/6 * Use optional eye muscle control evaluation if indicated.

See Page

VISUAL PERCEPTION

Turn to page 15 of the manual and cover all the samples except for 3/0. Point to the example and ask the child to "POINT TO ANOTHER ONE THAT LOOKS LIKE THIS ONE." If he cannot understand or if he points to the wrong picture, show him the picture to which he should have pointed. Do all 5 items.

In subtests 3/4 and 3/5 ask the child to "POINT TO THE ONE THAT IS NOT LIKE THE OTHERS." Score each correct first response with 2 points. If the child's first response is incorrect, ask him to try again. If the second response is correct, score 1. If the second response is incorrect, score 0.

VISUAL MEMORY

Turn to Page 16 of the manual and cover all the samples except 4/1. Tell the child "I AM GOING TO SHOW YOU A ROW OF PICTURES. AFTER I COVER THE PICTURE, I WANT YOU TO TELL ME EACH TIME EXACTLY WHAT PICTURES YOU SAW." Show the child the row of pictures for 3 seconds then cover the row.

If the child doesn't understand, do the excerise once more.

Show each of the next three pages of pictures for 3 seconds.

Scoring: [redacted] - score 2 points for each correct identification in proper sequence. Score 1 point for each correct identification out of sequence. Score 0 if only one item is mis-named.

AUDITORY PERCEPTION

Seat child with his back to the examiner. Tell the child "I WANT YOU TO SAY THE WORDS EXACTLY THE WAY I DO - ARE YOU READY? - LISTEN."

Scoring: Score 1 point for each correct response. Score 0 if response is incorrect. Use optional test if indicated.

Practice:	Money - Monkey		5/5	Bat - Bet	
Practice:	Boy - Boy		5/6	Cub - Cub	
5/1	Sing - Sink		5/7	Lake - Lake	
5/2	Mop - Mop		5/8	Mark - March	
5/3	Bad - Dad		5/9	Fish - Fish	- Fish
5/4	Bill	Mill	5/10	People - Steeple	- People

5/10 * Optional Subtest: See Page

AUDITORY MEMORY

6/1 Ask student to face away from the examiner. "SAY EXACTLY WHAT I SAY." - "LISTEN CAREFULLY" then read "I AM GETTING READY FOR SCHOOL."

6/2 "MY DOG FOLLOWED ME TO SCHOOL THIS MORNING AND HAD TO BE SENT HOME."

6/3 4 - 3 - 1

6/4 6 - 4 - 2

6/5 7 - 9 - 6 - 3

6/6 5 - 1 - 4 - 2 - 8

Scoring: 2 points for each correct response on first trial. Score 1 if correct on second trial. Score 0 if incorrect on second trial.

LANGUAGE DEVELOPMENT

7/1 Tell the child "LOOK AT THIS PICTURE AND TELL ME JUST WHAT IS HAPPENING." "TELL ME ABOUT EVERYTHING YOU SEE." Turn to page 20. If the child names objects - stop at once and repeat the directions making sure the child understands the task. "WHAT ARE THEY DOING?"

Scoring: Check the appropriate item in the protocol if the child uses the word in a sentence. Note: Two word sentences are acceptable if child uses a subject and an active verb; i.e., "AIRPLANE FLIES." Score 1 point for each item used in a sentence. Record total points on profile.

CONCEPTUAL DEVELOPMENT

8/1 Ask the child "WHY DO YOU NEED FOOD?"

2 point response - Health or action type response such as:

Health, nutrition, to grow, for action.

1 point response - A descriptive type response such as:

To eat, its good, I have to.

Score 0 if incorrect response.

8/2 Ask the child "WHY DO CHILDREN NEED TO GO TO SCHOOL?"

2 point response - Educational type response such as:

To learn, I want to learn.

1 point response - A descriptive type response such as:

I have to, Mother makes me, Brother and sister go so I go.

Score 0 if incorrect response.

Ask the child "WHY DO FIRE TRUCKS HAVE SIRENS?"

2 point response - Safety oriented such as:

To avoid accidents.

1 point response - Descriptive type response such as:

It sounds loud. You can hear it coming.

Score 0 if incorrect response.

8/4 Show child page 2 in the manual and ask him "HOW MANY APPLES DO YOU SEE?"

Score 1 if correct.

Score 0 if incorrect.

8/5 Score child same page, "IF I ATE ONE APPLE, HOW MANY WOULD BE LEFT?"

Score 1 if correct.

Score 0 if incorrect.

8/6 "PUT YOUR FINGER ON THE TIGER WHICH IS ABOVE AN APPLE."

Score 1 if correct.

Score 0 if incorrect.

SOCIAL DEVELOPMENT

9/1 Draw-A-Person:

Place 1 sheet of plain white 8 1/2 x 11 paper before the child and provide him with a kindergarten pencil. Ask him to "DRAW A PICTURE OF YOURSELF - DRAW ALL OF YOU" - observe which hand he uses to hold the pencil.

Scoring. Give the following point values to each factor of the drawing without asking the child to clarify his drawing:

Hair or hat	- 1 point	Hands	- 2 points
Eyes	- 1 point	Legs	- 1 point
Nose	- 2 points	Feet	- 2 points
Mouth	- 1 point	Ears	- 2 points
Body	- 2 points	Neck	- 4 points
Arms	- 2 points	Head	- 1 point

Record the total score appropriately on the profile chart.

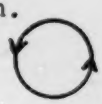
OPTIONAL

2/6 Eye Muscle Control:

(A) Ask the child to watch carefully your pencil as you move it in a vertical plane several times approximately 18 inches from his eye. Watch the movement of his eye for smoothness.

(B) Move the pencil in a horizontal plane about 18 inches from his eyes. Watch for smoothness.

(C) Move the pencil in a circular motion staying approximately 18 inches from his eyes and within his field of vision. Check for smoothness.



(D) Provide a tube or make a paper tube to determine eye preference, asking him to look at your nose through the tube.

5/10 Checking Auditory Directionality:

Examiner stand behind the child's chair. Tap together 2 kindergarten size pencils approximately 2 feet above the child's head. Ask the child to point to the direction of the sound of the tapping. Repeat the procedure to the child's right, left and at the waist line.

DIAGRAMMING AND INTERPRETATION OF SCORES

Graffic analysis can help to identify the child's Developmental Learning Skills, Procedure:

1. Record the raw scores of each subtest on the developmental profile.
2. Convert the raw socres to scale scores by referring to the proper age conversion table on page vii or page viii
3. Record the scale scores in the provided space below the raw scores.
4. Diagram the scale scores on the developmental profile.

Compare the child's profile or line with his scale scores. A scale score of 4-5 or 6 is considered normal development for his age. Scale scores of 3 or below indicates slow development and indicates the need of remediation or special materials. Scale scores of 7 or higher indicates above average development. This will help to determine the child's learning style.

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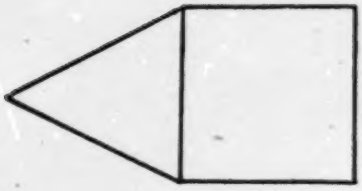
SERIES OF PLATES

FOR THE

ANALYSIS OF

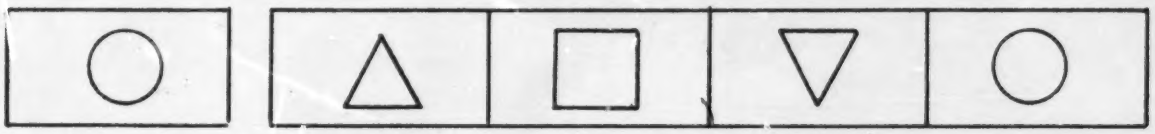
DEVELOPMENTAL LEARNING SKILLS

2/1	Visual Performance	Page 14
3/1	Visual Perception	Page 15
4/1	Visual Memory	Page 16
7/1	Language Development	Page 20
8/4	Conceptual Development	Page 21



3/0 Practice:

3/1



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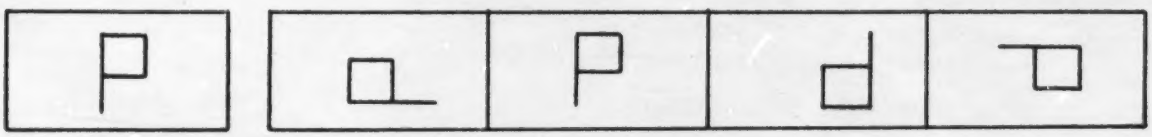

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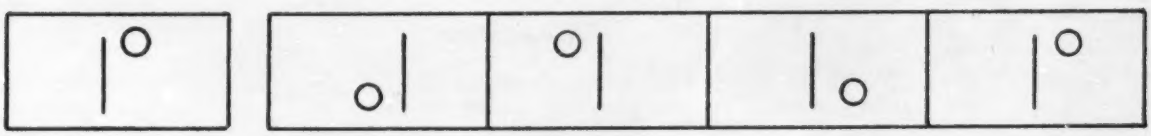

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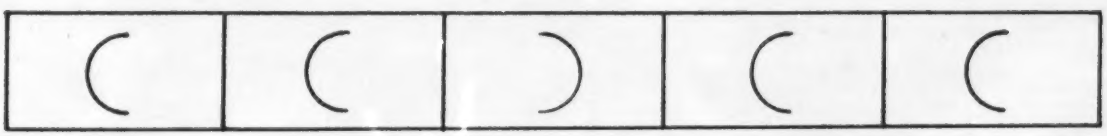

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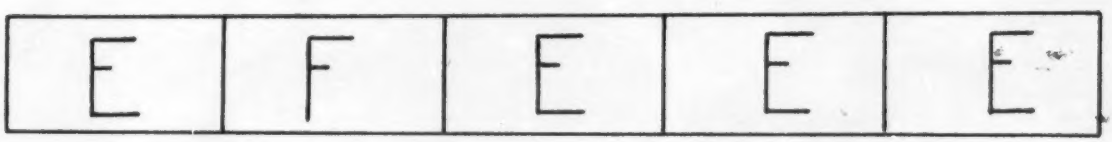
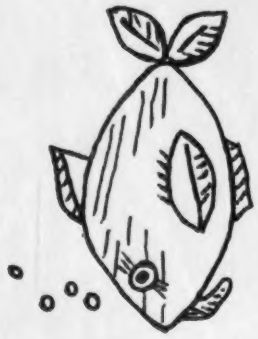
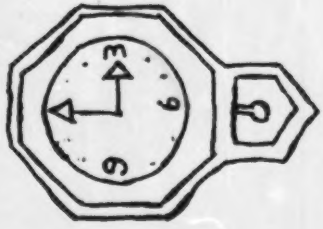


VISUAL MEMORY

VISUAL MEMORY





VISUAL MEMORY

3D

VISUAL MEMORY

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ANALYSIS OF DEVELOPMENTAL LEARNING SKILLS

Year Month Day

Name _____ Date of Test _____ _____ _____

Address _____ Birthdate _____ _____ _____

School _____ Age (C.A.) _____ _____ _____

DEVELOPMENTAL PROFILE

Raw Scores	Motor Coordination	Visual Performance	Visual Perception	Visual Memory	Auditory Perception	Auditory Memory	Language Development	Conceptual Development	Social Development	Raw Scores
SCALE SCORE 9										9
8										8
7										7
6										6
5										5
4										4
3										3
2										2
1										1

South Bend Community School Corporation

Psychological Services

Laterality Preferences			
Hand:			
Gross:	Right ___	Left ___	Either ___
Fine:	Right ___	Left ___	Either ___
Eye:	Right ___	Left ___	Either ___
Foot:	Right ___	Left ___	Either ___

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MOTOR COORDINATION — Total Points _____

1/1	Bilateral Coordination:			1 _____	0 _____
1/2	Gait:		2 _____	1 _____	0 _____
1/3	Walking:		2 _____	1 _____	0 _____
1/4	Balance on one foot:	3 _____	2 _____	1 _____	0 _____
1/5	Gross Motor:	3 _____	2 _____	1 _____	0 _____

VISUAL PERFORMANCE — Total Points _____

2/1	Square:	2 _____	1 _____	0 _____
2/2	X:	2 _____	1 _____	0 _____
2/3	Triangle:	2 _____	1 _____	0 _____
2/4	Square-Triangle:	2 _____	1 _____	0 _____
2/5	Circle-Triangle:	2 _____	1 _____	0 _____

2/6 Optional Visual Area - See 2/6 - Page

VISUAL PERCEPTION — Total Points _____

		1st response	2nd response	
3/0	Practice			
3/1		2 _____	1 _____	0 _____
3/2		2 _____	1 _____	0 _____
3/3		2 _____	1 _____	0 _____
3/4		2 _____	1 _____	0 _____
3/5		2 _____	1 _____	0 _____

VISUAL MEMORY — Total Points _____

4/0	Practice			
4/1		2 _____	1 _____	0 _____
4/2		2 _____	1 _____	0 _____
4/3		2 _____	1 _____	0 _____

AUDITORY PERCEPTION Total Points _____

5/0 Practice			5/5	1 _____	0 _____
5/0 Practice			5/6	1 _____	0 _____
5/1	1 _____	0 _____	5/7	1 _____	0 _____
5/2	1 _____	0 _____	5/8	1 _____	0 _____
5/3	1 _____	0 _____	5/9	1 _____	0 _____
5/4	1 _____	0 _____	5/10	1 _____	0 _____

5/10 Optional Auditory Area - See 5/10 - Page

AUDITORY MEMORY Total Points _____

6/1	2 _____	1 _____	0 _____
6/2	2 _____	1 _____	0 _____
6/3	2 _____	1 _____	0 _____
6/4	2 _____	1 _____	0 _____
6/5	2 _____	1 _____	0 _____
6/6	2 _____	1 _____	0 _____

LANGUAGE DEVELOPMENT Total Points _____

7/1 Rain	1 _____	0 _____
7/2 Airplane	1 _____	0 _____
7/3 School	1 _____	0 _____
7/4 School bus	1 _____	0 _____
7/5 Flag	1 _____	0 _____
7/6 Bicycles	1 _____	0 _____
7/7 Children Walking	1 _____	0 _____
7/8 Umbrella	1 _____	0 _____

CONCEPTUAL DEVELOPMENT

Total Points _____

8/1	2 _____	1 _____	0 _____
8/2	2 _____	1 _____	0 _____
8/3	2 _____	1 _____	0 _____
8/4		1 _____	0 _____
8/5		1 _____	0 _____
8/6		1 _____	0 _____

SOCIAL DEVELOPMENT

Total Points _____

9/1 Draw-A-Person

_____ Hair or Hat	1 point	_____ Hands	2 points
_____ Eyes	1 point	_____ Legs	1 point
_____ Nose	2 points	_____ Feet	2 points
_____ Mouth	1 point	_____ Ears	2 points
_____ Body	2 points	_____ Neck	4 points
_____ Arms	2 points	_____ Head	1 point

Optional

EYE MUSCLE CONTROL

2/6	A _____ Smooth	_____ Jerky
	B _____ Smooth	_____ Jerky
	C _____ Smooth	_____ Jerky
	D _____ Right	_____ Left

Optional

AUDITORY DIRECTIONALITY

5/10

A _____ Above

B _____ Right

C _____ Left

D _____ Waist Line

REMARKS: